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ABSTRACT

The 1986 Comprehensive Assessment Report on the Pearl River (New York) Public School District describes the district's 1,807-student population (grades K through 12), the community, and its schools. Tables provide data on: (1) students' performance on standardized tests, including the California Achievement/Aptitude Tests; New York State Pupil Evaluation Program, Preliminary and Regents Competency Tests, and Regents Examinations; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; and College Entrance Examination Board Achievement Tests; (2) high school graduation results; (3) enrollment, attendance, and dropout rates; (4) racial/ethnic distribution and limited English proficiency status; (5) average class size; and (6) pupil/staff ratio, socioeconomic indicators, and pupil mobility. Data are also provided on the awarding of scholarships, and on elementary, middle, and high school enhancement programs. Special programs for the Senior Class (honors courses, advanced placement, and advanced college credit) are mentioned, along with the Seniors' postsecondary plans. (MGD)

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COMPREHENSIVE ASSESSMENT REPORT

PEARL RIVER SCHOOL DISTRICT

Pearl River, New York 10965

1986

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FOREWORD

This second annual Comprehensive Assessment Report confirms the pattern and process that will be followed in years to come in communicating to our citizens. It compresses and summarizes the ongoing documentation of the characteristics and progress of the students in the Pearl River Public Schools.

There is always concern that this 1986, or any year's, Report will be viewed in isolation. It is only a frame from an ongoing film of the history of our children in school. Previous frames are available in our public library and school offices. Later frames are already being developed and will be brought to you at Board of Education meetings, in the School District Newsletters and in the formal, and informal, report cards your children bring home.

I commend this report to you with the appreciation of all the staff for your support that has made these achievements possible.

We welcome the New York State Comprehensive Assessment Report as another means of communicating to our constituencies. Any inquiries should be directed to the Office of the Superintendent at 37 Franklin Avenue, Pearl River, New York, 10965. Phone (914) 735-4091.

Arthur R. Williamson, Ed.D.
Superintendent of Schools
10 December 1986

OVERVIEW OF THE DISTRICT

The Community

Pearl River is a residential hamlet in the town of Orangetown, Rockland County, New York, with a population of approximately 18,000 citizens. Statistically 90% of the area is designated for single-family and garden apartments, 5% for commercial and retail, 5% existing churches and schools. Our 150 store downtown shopping district is the finest in the county, from specialty shops to department stores and supermarkets on wide streets with ample parking. Many of our residents work locally, in our stores and industries, while many others commute to New York City, only 25 miles away via car, bus, or train. Located in the southernmost corner of the county, Pearl River lies on the New Jersey state line, and is easily accessible from the Garden State Parkway, the Palisades Interstate Parkway, and the New York Thruway. Just 15 minutes from Bear Mountain State Park, Pearl River provides residents an ideal setting for family living, coupling the sophistication of the nearby metropolis with the recreational pleasures of a rural community.

The hamlet contains 12 churches, a synagogue, and a fine Public Library which serves as a community information center. Six banking offices, excellent police protection, and one of the county's largest Post Offices facilitate economic growth. Two motion picture theatres show first-run film fare; community theatrical and musical groups offer frequent presentations.

We are proud of Rockland's largest and cleanest industry, Lederle Laboratories, (4,000 employees), and Rockland's newest and largest office complex, Blue Hill Corporation. We are a manufacturing but not a "factory" community, and new industry is welcomed.

The Schools

The elected five member Pearl River Board of Education is responsible for the education of 1807 students within the district. Pearl River utilzes a 4-3-5 organizational plan with a Middle School concept for grades 5-7. Two neighborhood elementary schools (K-4), and a modern High School (8-12) complete the physical plant. Pearl River High School is fully accredited by the Middle States Association of Colleges and Secondary Schools.

State-mandated and cooperative services are also provided the district children attending the 600 pupil St. Margaret's Catholic Elementary School and other area non-public elementary and secondary schools.

Board of Education - 1986-87

Robert E. Bergman, Jr., President
Alice Nicholson, Vice President
Betsy P. May, Member
Dr. Edward S. Fisher, Member
Richard E. Fredricks, Jr., Member
Dr. Arthur R. Williamson, Superintendent of Schools

Enrollment

Present enrollment is 1807 pupils with 559 in grades kindergarten through four, 354 in the Middle School, and 864 in the High School. New homestarts indicate a stable school population over the next few years. The average class size districtwide is 24.

Staff

Pearl River's proximity to the cultural and educational centers of New York City has attracted an outstanding staff of administrators and teachers. There are currently 158 professional staff members. Five curriculum directors help maintain continuity of all instructional programs from kindergarten through twelfth grade.

The Central Office Administration is comprised of the Superintendent, an Assistant to the Superintendent for Curriculum, and an Assistant to the Superintendent for Personnel. Sixty percent of the total staff has the Master's degree or credits beyond. Average teaching experience of staff is 16 years. Teachers are represented by the Pearl River Teachers Association, and enjoy a salary schedule and fringe benefits comparable to neighboring districts.

Program

Students are encouraged to develop decision-making skills from the earliest grades. Every building has an elected student governing body supervised by staff. High School students serve on the Student-Faculty Advisory Council, advisory to the Board of Education, and on volunteer citizens' committees reviewing district curriculum and communications. Activity clubs flourish, from model rocketry to photography; and the annual yearbook, monthly newspaper, and seasonal literary review display student creativity. Music, art, and drama are fostered at every level. Students may belong to chorus, band, and orchestra.

High School media courses use videotape and photographic equipment. Social Studies electives range from Psychology to Constitutional Law. Innovative courses in Marine Ecology and Astronomy bring students into "hands on" laboratory field experience.

Interscholastic and intramural sports include football, soccer, field hockey, baseball, wrestling, volleyball, gymnastics, cross country, golf, tennis, basketball and track.

High School students may attend BOCES (Board of Cooperative Educational Services) vocational classes, pursuant to careers in fields ranging from practical nursing and cosmetology to masonry and auto body repair.

In the Middle School, Technology and Career Skills is required for each 7th grader, as well as instruction in Music and Art. Foreign language is introduced at the 8th grade.

About 88% of graduates continue their studies beyond High School. Pearl River graduates are presently enrolled in many of the nation's most prestigious colleges and universities.

Special Services

* Psychological services: K-12; guidance: grades 5-12; speech therapy: K-12
* School physician
* Readiness screening - pre-kindergarten
* Modern science and language laboratories
* Libraries - all buildings
* Computer Education - all grades
* Busing above state requirements: K-4 within 1 mile; 5-7 within 1.3 miles; 8-12 within 1.5 miles
* Hot lunches at cost
* Adult education - 25 courses from Basic Education to Folk Guitar
* Gifted Program, K-7
* Project SCORE: S.A.T. Preparation Course
* Project RISE: Summer Reading Program
* Student governments
* Chapter I services: Student Support Services in Reading, Writing and Math
* College credit-bearing courses in business, social studies, science, computer science, English
* Shared programming with neighboring school districts
* Middle School P.E.P. Program
* Counseling, K-12
* Special Education Program, K-12
* English-as-a-Second Language
* Center for the Advancement of Academic Achievement
* JET Program (Justified Educational Timing)

THE COMPREHENSIVE ASSESSMENT REPORT PROCESS

The Comprehensive Assessment Report **(CAR)** is an integral part of the **Regents Action Plan to Improve Elementary and Secondary Education Results in New York** which was approved by the Board of Regents in March 1984. The **CAR** is intended to provide an opportunity for each board of education or board of trustees to annually review and comment on student achievement on the tests included in the State's testing program. It provides a public record of accountability for education results in the school district or school.

As stated in the **Regents Action Plan**, "Public review and debate about student achievement has proven to be one of the most effective ways to develop the concern of parents and the public and to bring about action. From experience gained from the Department's Resource Allocation Plan **(RAP)**, one of the most effective ways for drawing attention and involvement of communities and boards of education is to display trend information on pupil progress. The information itself is a powerful motivation to take action."

Section 100.2(m) of the Regulations of the Commissioner of Education contains the specific requirements related to the **CAR**. It provides that:

1. The State Education Department will prepare annually a Comprehensive Assessment Report for each public school district and for each nonpublic school, based on reports routinely submitted to the State Education Department. The **CAR** will contain three years of State test results, graduation data, enrollment data, dropout and attendance rates, and related indicators, as described in subsequent sections of this guide. Schools and school districts may add other information to their **CARs**, and, if they choose, may reformat the report or use the data to prepare their own report.

2. The State Education Department will forward the **CARs** prior to October 31 each year.

3. On or before December 15 each year, the superintendents of each school district must submit the **CAR** to the district's board of education at a public meeting.

4. Each board of education, through the superintendent and in cooperation with the professional staff, and for nonpublic schools, the chief administrative officer of the school, must initiate measures to improve results related to their respective **CARs**.

Also by October 31 each year, the State Education Department will identify the school buildings most in need of assistance based on key indicators contained in the **CAR**. A comprehensive school improvement plan must be developed for each such school building. The comprehensive school improvement plan will be developed in consultation with teachers, administrators, other school service professionals, students and parents, and in cooperation with the State Education Department. The plan must be submitted to the State Eduction Department no later than April 30 of the school year and implemented the following September.

LIMITATIONS OF THE COMPHREHENSIVE ASSESSMENT REPORT

While a Comprehensive Assessment Report can serve as a useful vehicle for a discussion of student achievement, those who review a **CAR** should be aware of its limitations. There are, for example, many intended outcomes of instruction that are not measured by State tests. Among such outcomes are **attitudes**. The 1984 "Statement of Regents Goals for Elementary and Secondary School Students" includes these goals:

- Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents.

- Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government.

- Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs and attitudes.

- Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

- Each student will learn knowledge, skills, and attitudes which enable development of **(1)** self-esteem, **(2)** the ability to maintain physical, mental and emotional health, and **(3)** understanding of the ill effects of alcohol, tobacco and other drugs.

In each of these five goals, attitude development is critical. Although surveys of group opinions and attitudes are common, the measurement of attitudes in individual students is extremely difficult. As a result, State tests focus on knowledge and intellectual skills.

Performance skills and **product development** are other outcomes that are not adequately measured at present, although they are of critical concern in the arts, in the laboratory sciences, and in many occupational education courses. This area of measurement usually involves individual rather than group testing, and often uses rating scales and checklists rather than paper-and-pencil tests. For the most part, the State testing program currently consists of group administered paper-and-pencil tests of cognitive outcomes and objectives.

Those who use a **CAR** should also be familiar with two basic measurement concepts. The first is **validity**. The **Joint Technical Standards for Educational and Psychological Testing** indicate that validity "refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores." While validity is usually considered in terms of the inferences made from an individual test score, the concept may also be applied to inferences made from the test results for a group, such as an entire school or school district. It may not be appropriate, for example, to make inferences about the quality of an instructional program solely on the basis of test scores. There are many other factors that influence test results, such as the general intellectual level of the students, the extent to which they are motivated to learn and to obtain high test scores, the availability of community resources such as museums and libraries, etc. Motivation is particularly important. School achievement suffers in communities and neighborhoods where unemployment, hunger, violence, drugs, and broken homes prevail. As noted in the **Joint Technical Standards**, "Interpretations of test scores in program evaluation are problematic because the scores reflect individuals' lifelong history of development and not just the effects of particular programs or treatments. Variation in test scores may be attributable to factors unrelated to the program."

The other basic measurement concept is **reliability**. The **Joint Technical Standards** state that "reliability refers to the degree to which a test is free from error." Although test scores may have an air of mathematical precision about them, none is free from error. This concept is especially important when interpreting the scores of an individual.

With groups, measurement errors tend to cancel each other out, and the larger the group, the more accurate and stable are the test results.

Group size is also an extremely important consideration in the evaluation of changes in a school or school district's results from one year to the next and in comparisons between schools and school districts. When the number of students tested is small, the differences may not be significant, either statistically or practically.

With regard to statistical significance, these comparisons involve two different groups of students, and the question is whether or not the difference in their test results is larger than the difference that might be found in two samples drawn at random from the same population. If the difference is larger, it is statistically significant.

The State test results presented in the Comprehensive Assessment Report are percentages, i.e., the percent of pupils passing an examination or the percent scoring above the State Reference Point. Table 1 indicates the size of the differences between two percentages that must exist before it can be concluded, with 95 percent confidence, that the differences are statistically significant.

The table contains five columns, and the column headings show the weighted average of the two percentages being compared. If the two percentages are close to 50%, the required difference is greater than it is if the two percentages are close to 90%.

Table 1: Significant Differences (.05 Level of Significance) Between Two Percentages for Various Sample Sizes

	Weighted Average of the Two Percentages				
Sample Size	50	60	70	80	90
50	20	19	18	16	12
75	16	16	15	13	10
100	14	14	13	11	8
150	11	11	10	9	7
200	10	10	9	8	6
300	8	8	7	6	5
500	6	6	6	5	4
1,000	4	4	4	4	3

To illustrate the use of Table 1, assume that a school with 50 students in grade 6 had 62% above the State Reference Point on the mathematics test in 1985 and 78% above in 1986. Although this appears to be a dramatic increase, Table 1 indicates that it is **not statistically significant**. The difference would have to be larger than 18% to be significant at the .05 level. (The column headed "70%" is the appropriate column to use in this example, because it is the average of 62% and 78%. Since the numbers tested each year were the same, no weighting is necessary.)

If the difference is not statistically significant, it should not be considered a "real" difference, although there will be rare instances when a "real" difference will not be detected through statistical techniques. (At the .05 level of significance, as noted above, this is likely to occur, on the average, 5 times in 100.) Even when the difference is statistically significant, it may not be considered an important difference. Conversely, the difference may be disappointingly small. For example, a school that has made a major commitment of resources to improve an instructional program may produce a change that is small but, because the school has a large enrollment, statistically significant. In view of the investment made to improve the program, the school may well conclude that the change is of no practical importance. In the final analysis, the importance of any difference in test statistics is a matter of judgment.

SCHOOL IMPROVEMENT PLANNING

A review of Effective Schools Research indicates that academic achievement, as measurable by testing, is viewed as an important, in many cases central, factor. However, it is not the only outcome considered desirable, and achievement is seen as only one of a cluster of interconnected in-school factors that comprise an effective school. These elements or characteristics on the part of school staff and related personnel are qualitative and include certain outlooks, values and attitudes.

The foundation of Effective Schools Research is the belief that schools are important, that the school's primary purpose is instructional, that all children are educable, and that schools can lessen the effects of race, social class, and other such factors on academic achievement. "Effectiveness" means effectiveness for all students not just for the academically gifted or some other subgroup.

Two related conclusions are that schools and school programs can and do improve, based on clear goals and action plans, and that certain recognizable characteristics differentiate effective from non-effective schools.

Although schools in the Pearl River School District are not required to develop and submit to the State Education Department Comprehensive School Improvement Plans, the district has decided to have each school develop such a plan anyway. This decision is indicative of the district's commitment to review programs annually and to continue to provide quality education for all students. Each year, in addition to evaluating student performance, members of the school community assess each school in terms of the following characteristics which were identified in Effective Schools Research:

a. Instructional Leadership

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

b. High Expectations

The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

c. Safe and Orderly Environment

There is an orderly, purposeful atmosphere which is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

d. Clear School Mission

There is a clearly-articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

e. Opportunity to Learn and Student Time on Task

Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

f. Frequent Monitoring of Student Progress

Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of student's work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

g. Good Home/School Relationships

Staff members provide parents with information and techniques for helping students learn. Procedures have been established which allow for frequent communication between teachers and parents; communication should include written and oral feedback of both concerns and strengths. Attendance by community members at school board meetings should be encouraged; meetings should allow for dialogue between board members and audience. Ad hoc community committees, comprising parents, teachers, administrators, and other interested community members should be established when there is a need.

As a result of this comprehensive assessment, plans are developed to use a school's identified strenghts to improve areas where improvement may be required.

PRE-K SCREENING

Although the screening of students new to the New York State system has been required since 1980, the Pearl River screening process has been in operation since 1973. This screening is a preliminary method of review and assessment to determine general developmental levels. It identifies students who are in need of further evaluation and those who may profit from special programs such as gifted, handicapped, ESL.

Based on the child development theories of Geselle and Piaget, the areas checked include the following:

Physical Development.....	health and immunization records, vision, hearing
Motor Development.....	large (gross) muscle skills, small (fine) muscle skills
Language Development.....	receptive skills, expressive, articulation skills English/Native language skills
Knowledge Development.....	reading, language, mathematics auditory/visual perception, memory, discrimination

The screening, organized during the month of May preceding school entrance, is conducted by a team of professionals including the school principal, a Kindergarten teacher, a Special Education teacher, a nurse, a Physical Education teacher, a Speech Therapist and a Community Service Assistant (Social Worker). Following team meetings to review results, student ratings and recommendations are forwarded to the Superintendent, and Program Directors as follows:

"A" The child's development is commensurate with his/her chronological age.

"B" The child's development is moderate and (s)he will be provided with summer readiness activities.

"C" The child's development is not age appropriate and further evaluation is recommended.

During the last three years, the percentage of each entering class who received ratings in the above categories is shown below:

	(1983-84)	(1984-85)	(1985-86)
"A"	67%	73%	76%
"B"	22%	22%	21%
"C"	11%	5%	3%

CALIFORNIA ACHIEVEMENT/APTITUDE TESTS

Most of the tests youngsters take in school are teacher-made or teacher-selected tests and textbook quizzes. However, children may take many different kinds of tests: standardized achievement and aptitude tests, diagnostic tests, minimum competency tests and norm-referenced tests. Classroom tests provide one way of looking at a child's progress in school. Other tests provide information that can be useful in different ways.

The California Achievement Test, taken each spring by all youngsters in grades K-8, can be used to determine how well they are performing in relation to other students of a similar age and background. The test also provides information about individual and group mastery of specific skills.

The California Achievement Test is a standardized achievement test. A standardized test is designed to provide a uniform measure of student performance. Everyone takes the test according to the same directions and according to the same rules. This makes it possible to measure each student's performance against the performance of other students who have taken the test.

Standardized achievement tests measure how much students have already learned about school subjects as compared to other students. The group of students with whom a student's performance is compared is called a norm group. The norm group consists of many students of the same age or the same grade who took the test.

The **CAT** uses a national norm group to show how students in a given grade, school, or district compare to other students across the country.

Thus the California Achievement Test is considered a norm-referenced standardized achievement test.

The California Achievement Test is also a criterion-referenced achievement test. A criterion referenced test is designed to measure mastery of specific skills within selected subject areas. The test results indicate which skills a student, or group of students, has or have not learned.

It is important to remember that standardized tests are made by commerical test publishers for use in many school districts across the country. The test designers include questions that test skills generally taught to youngsters of the grade and age of the youngsters to be tested. However, these test items do not always exactly match the curriculum of the schools using the tests. In addition:

A standardized test is not a perfect measure of what an individual student can or cannot do. There are many situations that may affect a student's text score. Was the student having a bad day? Were the test directions explained clearly? Was the room comfortable and quiet? Did the student guess when (s)he didn't know the answer?

A certain amount of error or inaccuracy is part of every student's score (Herndon, 1981). If a student were to take the test again with no new classwork, his/her score probably would not be exactly the same. It is expected that the student's score would fall somewhere within a specified range of scores. This specified range or bank of scores is called a standard error of measurement. The standard error of measurement always must be considered when scores are used to make decisions about individual students. The student's score should be interpreted as falling within a range of scores, not as an exact score.

Group scores, such as a class average, are less subject to this kind of error than individual student scores. This is because group scores include the scores of many

different students. The low score of a student who didn't feel well during the test may be balanced by the high score of a student who answered some questions right by chance.

Another concern about standardized tests is whether a test is culturally biased. If a test is culturally biased, students from different racial, ethnic, or socioeconomic backgrounds may perform differently from other students. They may not be as familiar with the way test questions are worded because their experiences may be different. In such cases, the test may not be as accurate a measure of a student's aptitude or achievement as it is for other students. Not all group differences in test performance are due to test bias; some differences reflect real differences in achievement and opportunity to learn. Most test publishers have taken steps in recent years to reduce cultural bias in tests. Still, it is important for school officials to consider this factor in selecting tests and in using test scores to make decisions about individual students.

The biggest problem with standardized tests is their misuse. The most common misuse is making these tests the primary basis for classifying, labeling, or placing students in a fixed track or special class. Standardized test scores should not be used alone to:

- label a student as incapable of learning;
- place a student in a grade;
- give a student report card grades;
- identify the specific skills a student needs to learn; or
- place a student in a track, gifted class, remedial class, or special education class.

Standardized tests give only a general indication of an individual student's aptitude and achievement. They are not designed to be used as the only basis for making decisions about individual students.

Standardized tests are only one way teachers can get information about students. Other ways include:

- observing students in and out of the classroom;
- talking to students and listening to what they have to say;
- meeting with parents to discuss their child's progress;
- evaluating students' day-to-day classwork;
- keeping records of how each student changes and grows during the year.

It is important to remember that more than test scores are needed to form a complete picture of how a child is doing in school. Tests by themselves tell only part of the story.[1]

Aptitude Tests

Aptitude tests are designed to measure a child's ability to learn.

Aptitude tests do not measure subjects taught in school, such as reading and mathematics. Rather, aptitude tests measure a broad range of abilities or skills that are considered to be important for success in school subjects. Students who do well on an aptitude test of verbal ability (the understanding and use of word symbols) are likely to do well in school subjects that require verbal ability, such as reading, language and social studies.

[1]National Institute of Education of the United States Department of Education. April 1981, Your Child and Testing by Enid B. Herndon.

The most familiar kind of aptitude test is called an I.Q. test. I.Q. stands for Intelligence Quotient. I.Q. tests are designed to predict an overall ability to learn. An I.Q. score is not an absolute measure of what a child is or is not able to do. There are many things that may affect a child's I.Q. score besides his/her aptitude. Performance on any aptitude test, including I.Q. tests, is highly dependent on skills a child has learned in the past. To a large extent, therefore, aptitude tests measure learned skills rather than innate abilities.

Reporting Results

For the purposes of this report the Percentiles, Normal Curve Equyivalents **(NCEs)** or Grade Equivalents **(G.E.s)** have been included.

Percentile Scores

The percentile rank score shows where a student's test performance placed or ranked in relation to the performance of other students who took the test. It tells what percent of the students in the norm group did better and what percent did not do as well. Percentile ranks start at 1 and go to 99. A percentile rank score of 70 means that the student scored as well as or better than 70 percent of all children who took the test. It also means that 30 percent of the children who took the test scored as well or better than this student. It **does not** mean that the student answered 70 percent of the questions correctly.

Grade Equivalents

A grade equivalent score is another way of comparing the performance of students. It is an achievement test score that shows whether the child's performance is above, below, or the same as other students in his/her grade. Grade equivalents are very often misunderstood. They should not be used to tell what grade a child should be in or the level of work a child should be given.

If a child is in the fourth month of the fourth grade, a score of 4.4 means that the child is doing about as well as other students in the fourth grade. A score of 8.0 means that the child is doing much better than other students in the fourth grade. It does not mean that the child knows as much as eighth graders or is ready to do eighth grade work. If one wanted to know how a child compared with eighth graders, the child would have to take a standardized test for eighth grade students. Similarly, if a fourth grade child's score is 2.0, it does not mean that the child belongs in the second grade. (S)he may only need extra help from the teacher.

Normal Curve Equivalents

The **NCE** is a scale from 1 to 99. It can be used to compare one test with another since a particular score has the same meaning for all tests and levels. **NCEs** have an average (mean) score of 50.

PEARL RIVER MAY 1986 RESULTS
CALIFORNIA ACHIEVEMENT TEST

Youngsters in Grades K-8 are given the CAT each spring.

The Mean Grade Equivalent (based on national norms) for May are as follows:

GRADE	TOTAL READING	TOTAL LANGUAGE	TOTAL MATH	TOTAL BATTERY
Kindergarten*				
One	2.4	2.2	2.4	2.4
Two	3.5	3.7	3.4	3.5
Three	4.6	4.9	4.7	4.7
Four	6.8	8.3	6.4	7.6
Five	7.5	9.3	7.3	7.6
Six	8.9	10.5	8.7	9.0
Seven	10.1	11.8	10.3	10.5
Eight	11.1	11.8	11.6	11.8

* The Total Pre-Reading for Kindergarten was at the 62nd Normal Curve Equivalent (NCE)
The Total Math for Kindergarten was at the 54th Normal Curve Equivalent (NCE)

MAY 1986 RESULTS
MEDIAN PERCENTILE

	TOTAL READING	TOTAL LANGUAGE	TOTAL MATH	TOTAL BATTERY
Kindergarten	63		54	
One	75	78	81	79
Two	69	75	73	74
Three	68	66	74	72
Four	81	89	86	90
Five	76	84	76	81
Six	75	84	81	83
Seven	76	81	83	82
Eight	73	79	77	79

MAY 1986 RESULTS
MEAN NORMAL CURVE EQUIVALENT
(NCE)

GRADE	TOTAL READING	TOTAL LANGUAGE	TOTAL MATH	TOTAL BATTERY
Kindergarten	57		52	
One	65	67	69	68
Two	60	64	63	64
Three	59	59	63	63
Four	67	70	69	71
Five	64	71	65	69
Six	66	71	70	71
Seven	65	69	70	70
Eight	65	65	69	69

Youngsters in Grades 2, 4 and 7 are given the **SFTAA.** The following summarizes those results:

SHORT FORM TEST OF ACADEMIC APTITUDE

GRADE	LOW I.Q.	HIGH I.Q.	MEAN I.Q.
Two	83	150	113
Four	86	140	113
Seven	81	145	109

OBTAINED/ANTICIPATED GRADE EQUIVALENT
OGE/AGE

		MATH		READING		LANGUAGE		TOTAL BATTERY	
GRADE	MEAN I.Q.	OGE	AGE	OGE	AGE	OGE	AGE	OGE	AGE
2	113	3.2	3.0	3.2	2.8	3.2	2.8	3.2	2.9
4	113	6.3	5.5	6.7	5.8	8.0	6.2	6.8	5.6
7	109	10.3	8.8	10.1	9.3	11.8	9.8	10.5	9.0

NEW YORK STATE PUPIL EVALUATION PROGRAM (P.E.P.)

General Information

The Pupil Evaluation Program is an annual basic skills testing program required of all pupils in grades 3, 5, and 6. Reading and mathematics tests are administered in grades 3 and 6, and a writing test is administered in grade 5.

The Pupil Evaluation Program tests are provided for use in the early identification of pupils who need special help in developing the basic skills of reading comprehension, mathematics, and writing. Early identification and the monitoring of pupil progress in developing these skills are important features of the Regents Competency Testing Program. A State Reference Point **(S.R.P.)** has been established for each test, and pupils who score below the State Reference Point must be provided appropriate remedial instruction.

The third grade Pupil Evaluation Program tests are also used to identify certain pupils who may have a handicapping condition.

In addition to serving these purposes, the tests yield data that can be used in the planning, management, and evaluation of educational programs at both the State and local levels. The Pupil Evaluation Program tests are especially useful in this regard, because they are the only tests that are required to be administered each year to all pupils in grades 3, 5, and 6 in all public and nonpublic schools in New York State.

The Pupil Evaluation Program was created shortly after the enactment of the Federal Elementary and Secondary Education Act of 1965 to provide information vital to the efficient management of Title I funds. It was designed to provide schools and the State Education Department with statewide test data that would identify educationally disadvantaged pupils and provide an accurate picture of where special assistance was most critically needed.

The tests currently used in the Pupil Evaluation Program are listed below.

Grade	Name of Test	Number of Questions
3	Reading Test of New York State Elementary Schools, Grade 3, Form R	56
3	Mathematics Test for New York State Elementary Schools, Grades 3, Form R	65
5	Writing Test for New York State Elementary Schools, Grade 5	2 writing tasks
6	Reading Test for New York State Elementary Schools, Grade 6, Form E	77
6	Mathematics Test for New York State Elementary Schools, Grade 6, Form E	65

The two reading tests use the Degrees of Reading Power **(DRP)** methodology, which was developed under grants from the Carnegie Corporation of New York to the Board of Regents, **DRP** tests are available from The College Board and are used by school districts throughout the nation and by several states.

Each DRP test consists of nonfiction prose passages on randomly selected topics. Each passage contains about 300 words. The passages are arranged in order of difficulty, beginning with very easy material and progressing to very difficult material. Test items are formed by the deletion of seven words in each passage, and each deleted word is indicated by an underlined blank space. For each deletion, five single-word response options are provided. Students are required to read the text and select the word that most appropriately fits the blank.

The mathematics tests are developed by the State Education Department with the assistance of classroom teachers. The tests are based directly on the mathematics program recommended for New York State schools, as described in the publication **Mathematics K-6: A Recommended Program for Elementary Schools** (1980). The grade 3 test is based on the K-3 portion, and the grade 6 test is based on the 4-6 portion of this program.

The writing test is also developed by the State Education Department with the assistance of classroom teachers. It is a direct measure of a student's ability to communicate in writing. The test consists of two writing tasks. One task encourages writing that is generally related to the actual experiences of elementary school students; the other task encourages writing that is more creative or imaginative. The types of writing required are selected from five categories: personal expression, personal narrative, description, process essay, and story starter.

Each task requires a relatively brief piece of writing, about 150 words. The word count is merely a suggestion for the benefit of the students. The emphasis is on the quality of the response and not on the number of words. For each task, there is a structured prewriting component. After completing the prewriting activity, students are directed to prepare first drafts and to edit and revise these drafts before producing their final answers. Thus, students are given the opportunity to follow the process of planning, drafting, and revising normally used in preparing a piece of writing.

The method of rating the students' responses is holistic. Specific criteria have been established for each of four score levels and also for a zero paper. Keeping these criteria in mind, the rater makes a single judgment about the overall quality of the piece of writing, rather than making separate judgments about content, organization, syntax, mechanics, etc.

The reading and mathematics tests are replaced approximately every three years, while a new writing test is provided annually. The tests are considered "criterion-referenced tests," and are interpreted without the use of norms.

The Pupil Evaluation Program tests are administered each May by classroom teachers, and test scoring is the responsibility of the school. Score Distribution Reports, showing the number of pupils obtaining each possible raw score, are then forwarded to the State Education Department.

CAR Data

The Comprehensive Assessment Report contains the following illustrated data for the Pupil Evaluation Program. Although only one entry is illustrated, the Comprehensive Assessment Report contains data for each school (and public school district) that administered the tests, and data are presented for each of the past three years. Data are for nonhandicapped pupils only.

EXAMPLE (NOT PEARL RIVER)
**********1985-86**********

Grade	Name of Test	Enrollment	Number Tested	Percent Tested Above SRP
3	Reading	517	510	79%
	Math	517	512	78
5	Writing	564	552	79
6	Reading	599	581	80
	Math	599	587	80

On each page containing Pupil Evaluation Program data, the first two columns identify the tests to which the row of data pertains. For each year, three columns of data are provided. The first column indicates the number of nonhandicapped pupils enrolled on the date of testing. The second column indicates the number of pupils tested. The third column indicates the percent of those tested who scored above the State Reference Point, which means that they are making satisfactory progress in developing the measured skills, so that no remedial instruction is required.

In most schools, the number tested should be approximately equal to the number enrolled. Schools may exempt from testing only those pupils whose native language is other than English and who will not have received two full school years (20 months) of English instruction at the time of testing. However, Spanish editions of the mathematics tests are available and must be used by pupils who understand Spanish but not English. In addition, schools are instructed to test those who are absent on the scheduled day of testing as soon as possible after their return to school. Thus, only long-term absentees and pupils with very limited English proficiency should not be tested.

The reading and mathematics tests are "objective tests." That is, the scoring is simply a matter of counting correct answers; no professional judgment is required. However, as previously noted, the writing test is rated holistically: the raters make a single judgment about the overall quality of a piece of writing. Since all papers are rated locally, several steps have been taken to make rating standards comparable from school to school. First, an extensive statewide training program was conducted for teachers during the 1982-83 school year to prepare them for rating the first test in May and June, 1983. Second, detailed directions and criteria are published with each test. These include analyses of sample student responses to the test questions. Third, each response is rated by at least two teachers, and wide discrepancies are resolved by a third teacher. Fourth, a large sample of schools is asked to submit papers for review and re-rating by State Education Department specialists. Nevertheless, some school-to-school differences in rating standards may exist, and users of Comprehensive Assessment Report data must exercise caution in comparing schools and school districts on the basis of writing test results.

The following table provides data about the performance of Pearl River's pupils within the New York State Pupil Evaluation Program **(P.E.P.)**:

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

NEW YORK STATE PUPIL EVALUATION PROGRAM: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE PERFORMANCE OF THE DISTRICT'S PUPILS ON THE PUPIL EVALUATION PROGRAM TESTS FOR THE PAST THREE SCHOOL YEARS. SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH BUILDING THAT HAS GRADES 3, 5, AND/OR 6. FOR EACH SCHOOL YEAR, THE TABLE SHOWS THE ENROLLMENT OF THE GRADE IN WHICH EACH TEST WAS ADMINISTERED, THE NUMBER OF PUPILS WHO TOOK EACH TEST, AND THE PERCENT OF THOSE TESTED WHO SCORED ABOVE THE STATE REFERENCE POINT (SRP) FOR THE TEST. DATA ARE PROVIDED FOR NONHANDICAPPED PUPILS ONLY.

THE NUMBER OF PUPILS TAKING EACH TEST SHOULD BE APPROXIMATELY EQUAL TO THE GRADE ENROLLMENT. THE "PERCENT TESTED ABOVE SRP" INDICATES THE PERCENT OF PUPILS MAKING NORMAL PROGRESS IN DEVELOPING THE BASIC SKILLS OF READING COMPREHENSION, MATHEMATICS, AND WRITING. PUPILS SCORING BELOW THE SRP MUST BE PROVIDED WITH REMEDIAL INSTRUCTION.

		1983-84			1984-85			1985-86		
GRADE	NAME OF TEST	ENROLL.	NUMBER TESTED	PERCENT TESTED ABOVE SRP	ENROLL.	NUMBER TESTED	PERCENT TESTED ABOVE SRP	ENROLL.	NUMBER TESTED	PERCENT TESTED ABOVE SRP
TOTAL DISTRICT										
3	READING	98	98	95%	104	102	91%	95	94	95%
	MATH	98	98	91	104	104	89	95	94	95
5	WRITING	106	106	100	110	110	98	105	100	99
6	READING	129	129	98	114	114	97	130	121	95
	MATH	129	128	91	114	113	96	130	121	100
50-03-08-03-0003	EVANS PARK SCHOOL									
3	READING	49	49	96%	47	45	84%	48	48	94%
	MATH	49	49	96	47	47	81	48	48	90
50-03-08-03-0009	PEARL RIVER MIDDLE SCHOOL									
5	WRITING	106	106	100%	110	110	98%	105	100	99%
6	READING	129	129	98	114	114	97	130	121	95
	MATH	129	128	91	114	113	96	130	121	100
50-03-08-03-0010	FRANKLIN AVENUE SCHOOL									
3	READING	49	49	94%	57	57	96%	47	46	96%
	MATH	49	49	86	57	57	98	47	46	100

NEW YORK STATE PRELIMINARY COMPETENCY TESTS (P.C.T.)

Preliminary Competency Tests in reading and writing are provided for administration in either grade 8 or grade 9. Their primary purpose is the identification of pupils who need special help in developing the basic skills of reading comprehension and writing. A State Reference Point **(S.R.P.)** has been established for each test, and pupils who score below the State Reference Point must be provided appropriate remedial instruction.

The Preliminary Competency Tests are also used to identify certain pupils who may have a handicapping condition, and they yield data that can be used in the planning, management, and evaluation of eductional programs at both the State and local levels.

Schools are provided specific guidelines for exempting pupils from taking one or both of the Preliminary Competency Tests based on previous reading and/or writing test scores. These guidelines make it unnecessary for schools to administer the Preliminary Competency Tests to above-average pupils who are likely to satisfy the reading and writing competency requirements by passing the Comprehensive Regents Examination in English. **ALL** Pearl River students take this test.

Preliminary Competency Tests were first administered in the spring of 1979, shortly after the Regents Competency Testing Program was adopted. They provide an intermediate checkpoint between the Pupil Evaluation Program and the Regents Competency Tests in reading and writing, which pupils take initially in grade 11. There is no Preliminary Competency Test in mathematics because most pupils take the Regents Competency Test in mathematics in grade 9.

The current Preliminary Competency Tests are listed below.

Name of Test	Number of Questions
New York State Preliminary Competency Test in Reading, Form C	77
New York State Preliminary Competency Test in Witing, Form D	3 writing tasks

The reading test also uses the Degrees of Reading Power **(DRP)** methodology, which was explained earlier.

The writing test is developed by the State Education Department with the assistance of classroom teachers. It is a direct measure of a pupil's ability to communicate in writing. The test conists of three writing tasks: a business letter, a report based on information given, and a persuasive discourse, or composition.

Each of the three tasks requires a relatively brief piece of writing, about 100-200 words. The topic for each task is presented in a context that is related to the experiences of pupils and clearly indicates the purpose of writing and the intended audience. For each task, the pupils are directed to prepare first drafts and then to edit and revise the drafts before producing their final responses. Thus, pupils are given the opportunity to follow the process of planning, drafting, and revising normally used in preparing a piece of writing.

The method of rating the pupils' responses is holistic: each answer is rated on the basis of its total effect and overall quality. Raters are given exemplary model answers and decide what percent of the model a pupil's answer represents. Each of the three answers for a pupil is rated by a different teacher, so that the pupil's total score, the average of the three ratings, is a composite of the three raters' judgments.

The Preliminary Competency Tests are replaced approximately every three years. The tests may be administered at any time during the school year, and test scoring is the responsibility of the school. Score distribution reports, showing the number of pupils obtaining each possible raw score, are then forwarded to the State Education Department.

CAR Data

The Comprehensive Assessment Report contains the data illustrated below for the Preliminary Competency Tests. Although only one entry is illustrated, the CAR contains data for each school (and public school district) that administered the tests, and data are presented for each of the past three years. Data are for nonhandicapped pupils only.

EXAMPLE (NOT PEARL RIVER)
************1985-86************

Name of Test	Grade and Time of Initial Testing	Enrollment	Number Tested	Percent of Enrollment Above SRP
Reading	8/W	651	390	79%
Writing	8/W	651	638	79

On each page containing Preliminary Competency Test data, the first column identifies the test to which the row of data pertains. The second column indicates the grade and time of year (fall, winter, or spring) of initial testing in the school. Tests may subsequently be administered to selected pupils to evaluate the effectiveness of remediation, but data are provided only for the initial administration of the tests for the purposes of identifying pupils in need of remedial instruction.

For each year, three columns of data are provided. The first column indicates the number of nonhandicapped pupils enrolled on the date of testing. The second column indicates the number of pupils tested. The third column indicates the percent of the enrollment above the State Reference Point, which means that they are making satisfactory progress in developing the measured skills, so that no remedial instruction is required. This percent includes both **(1)** those who took the preliminary competency tests and scored above the State Reference Point and **(2)** those who were exempted from testing because of previous test scores in reading and/or writing.

Schools may also exempt from testing those pupils whose native language is other than English and who will not have received two full school years (20 months) of English instruction at the time of testing. These pupils are subtracted from the enrollment when the percentage above the State Reference Point is computed.

In the previous section on the Pupil Evaluation Program, users of the Comprehensive Assessment Report were cautioned against comparing schools and districts on the basis of the writing test results because of possible differences between schools in their rating standards. With the Preliminary Competency Test in writing, there is an even greater need to exercise care, since there has been no general training of local raters and the Department review of local rating is minimal.

For both the reading and writing tests, there is an additional concern that pupils have been properly exempted, and hence considered above the State Reference Point, on the basis of previous test scores. If not, school and district comparisons will be adversely affected.

More important, schools and districts may test at widely disparate points in the continuum of skill development. Schools may elect to test as early as the beginning of eighth grade or as late as the end of ninth grade, a difference of almost two years. It is clearly inadvisable to compare schools that test at different grade levels.

The following chart provides data about the performance of Pearl River's students in the Preliminary Competency Test (P.C.T):

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

NEW YORK STATE PRELIMINARY COMPETENCY TESTS: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE PERFORMANCE OF THE DISTRICT'S PUPILS ON THE PRELIMINARY COMPETENCY TESTS FOR THE PAST THREE SCHOOL YEARS. SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR THE APPROPRIATE BUILDINGS IN THE DISTRICT. THE DATA PROVIDED FOR EACH TEST ARE ONLY FOR THE GRADE AND TIME OF YEAR (FALL, WINTER, SPRING), AS INDICATED AFTER THE NAME OF THE TEST, WHEN THE TEST WAS INITIALLY TAKEN BY THE NONHANDICAPPED PUPILS IN THE DISTRICT. IF AN ASTERISK APPEARS AFTER THE GRADE AND TIME OF INITIAL TESTING, THE DATA ARE FOR THE MOST RECENT TEST ADMINISTRATION. THE TESTS WERE ADMINISTERED IN A DIFFERENT GRADE AND/OR TIME OF YEAR FOR ONE OR BOTH OF THE PRECEDING SCHOOL YEARS.

UNDER EACH SCHOOL YEAR HEADING, THE FIRST COLUMN SHOWS THE ENROLLMENT OF THE GRADE IN WHICH EACH TEST WAS INITIALLY ADMINISTERED AND THE SECOND COLUMN SHOWS THE NUMBER OF PUPILS WHO WERE TESTED. THE THIRD COLUMN SHOWS THE PERCENT OF THE GRADE ENROLLMENT ACHIEVING ABOVE THE STATE REFERENCE POINT (SRP). THIS PERCENT INCLUDES BOTH THE PUPILS TESTED WHO SCORED ABOVE THE SRP AND THE PUPILS EXEMPTED FROM TESTING BECAUSE THEY HAD SCORED AT OR ABOVE THE MEDIAN ON THE APPROPRIATE PUPIL EVALUATION PROGRAM TEST OR NATIONALLY STANDARDIZED TEST.

PUPILS WITH ABOVE AVERAGE SCORES ON THEIR SIXTH-GRADE READING OR FIFTH-GRADE WRITING TESTS MAY BE EXEMPTED FROM TAKING THE RESPECTIVE PRELIMINARY COMPETENCY TEST. THE "PERCENT OF ENROLLMENT ABOVE SRP" INDICATES THE PERCENT OF PUPILS MAKING NORMAL PROGRESS IN DEVELOPING THE BASIC SKILLS OF READING COMPREHENSION AND WRITING. PUPILS SCORING BELOW THE SRP MUST BE PROVIDED WITH REMEDIAL INSTRUCTION.

		1983-84			1984-85			1985-86		
NAME OF TEST	GR./TIME OF INITIAL TESTING	ENROLL.	NUMBER TESTED	PERCENT OF ENROLL. ABOVE SRP	ENROLL.	NUMBER TESTED	PERCENT OF ENROLL. ABOVE SRP	ENROLL.	NUMBER TESTED	PERCENT OF ENROLL. ABOVE SRP
TOTAL DISTRICT										
READING	9/W*	155	155	97%				141	135	99%
WRITING	9/W*	155	155	99				141	135	99

NEW YORK STATE REGENTS COMPETENCY TESTS (R.C.T.)

Pupils must demonstrate competence in reading, writing, and mathematics in order to receive a local high school diploma. The Regents Competency Tests provide one means for demonstrating the required level of proficiency. In general, the pupils who take the Regents Competency Tests are not planning to attend college; the vast majority of college-bound pupils satisfy the competency requirements by passing Regents examinations, which are described in the next section of this publication.

The first Regents Competency Test in mathematics was administered in June 1979, and the first Regents Competency Tests in reading and writing were administered in January 1980. The tests established new standards of achievement in the basic skills for pupils receiving high school diplomas beginning with the class of 1981.

The three Regents Competency Tests are listed below.

Name of Test	Number of Questions
Regents Competency Test in Reading	70
Regents Competency Test in Writing	3 writing tasks
Regents Competency Test in Mathematics	60

The reading test also uses the Degrees of Reading Power **(DRP)** methodology, which was explained earlier.

The writing test follows the **P.C.T.** format.

The mathematics test is designed to measure competence in the skills decribed in the syllabus "General High School Mathematics." This is the recommended high school mathematics curriculum for students not enrolled in Regents mathematics courses. The test questions cover the core areas of integers and rational numbers, including the fundamental operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions; graphing, including critical analysis and interpreation of graphs and charts; measurement of geometric figures; ratio, proportion, and percent; probability and statistics; and consumer and job-related mathematics.

The Regents Competency Tests are administered three times each year, in January, June, and August. A new test is used for each administration, and the tests are rated locally. The reading and mathematics tests are "objective tests." No professional judgment is required in the scoring process. In these two areas, only a random sample of papers is called to the Education Department for a review of the rating. The writing test, however, requires judgment, as noted above, and most papers are forwarded to the Education Department, where the final pass-fail decision is made. Only papers given total scores lower than 60% by local raters (65% is passing) are not re-rated in the Education Department.

After each administration, school principals submit to the Education Department a report indicating the number of pupils who took each test and the number who passed. Pupils who fail an examination may take another at a later date. Schools are required to provide these pupils with appropriate remedial instruction.

The following table provides data about the performance of Pearl River's students on the Regents Competency Test **(R.C.T.)**:

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

NEW YORK STATE REGENTS COMPETENCY TESTS: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE PERFORMANCE OF THE DISTRICT'S PUPILS ON THE JANUARY AND JUNE REGENTS COMPETENCY TESTS FOR THE PAST THREE SCHOOL YEARS. SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR THE APPROPRIATE BUILDINGS IN THE DISTRICT. FOR EACH SCHOOL YEAR AND EXAMINATION PERIOD, THE FIRST COLUMN SHOWS THE TOTAL NUMBER OF PUPILS WHO TOOK EACH TEST AND THE SECOND COLUMN SHOWS THE PERCENT OF THOSE PUPILS WHO PASSED THE TEST. THE REGENTS COMPETENCY TEST IN MATHEMATICS MAY BE TAKEN BY PUPILS IN GRADES 9-12 WHILE THE REGENTS COMPETENCY TESTS IN READING AND WRITING MAY BE TAKEN ONLY BY PUPILS IN GRADES 11-12.

PLEASE NOTE THAT THE DATA PROVIDED FOR THE 1985-86 SCHOOL YEAR INCLUDE ONLY NONHANDICAPPED PUPILS. THE DATA FOR PREVIOUS SCHOOL YEARS INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED PUPILS.

IN MOST SCHOOLS THE REGENTS COMPETENCY TESTS ARE TAKEN ONLY BY THOSE PUPILS WHO DO NOT TAKE REGENTS EXAMINATIONS. THE SUCCESS OF ALL PUPILS IN MEETING THE COMPETENCY TESTING REQUIREMENTS IS REFLECTED IN THE TABLE OF HIGH SCHOOL GRADUATION RESULTS.

NAME OF TEST	1983-84 NUMBER TESTED	1983-84 PERCENT PASSING	1984-85 NUMBER TESTED	1984-85 PERCENT PASSING	1985-86 NUMBER TESTED	1985-86 PERCENT PASSING
TOTAL DISTRICT						
JANUARY						
MATHEMATICS	19	95%	22	86%	14	100%
READING	53	98	51	96	33	97
WRITING	50	96	53	89	30	93
JUNE						
MATHEMATICS	74	99%	75	92%	60	98%
READING	3	100	1	100	3	100
WRITING	7	100	6	83	1	100

NEW YORK STATE REGENTS EXAMINATIONS

Regents examinations are administered at specified times during three examination periods, in January, June, and August. All examinations are provided in June, and about one-half, those in greatest demand, are also provided in January and August. After each examination period, principals forward a report to the Education Department indicating the number of papers written in each subject and the number of passing papers.

An individual pupil's Regents examination scores are used in many ways, but three uses are of special interest to most pupils. First, they are used by teachers for marking and grading purposes, often serving as the final examination. Second, they are used to determine eligibility for the Regents diploma, an honors diploma awarded to those who can meet the diploma requirements. Third, they are used by many college admissions officers to adjust for differences in local grading standards. Regents examination scores have proven to be an excellent predictor of success in college.

CAR Data

The Comprehensive Assessment Report contains the data illustrated below for the Regents examination program. Although only part of one year's entry is illustrated, the Comprehensive Assessment Report contains data for the January and June examination periods for each of the past three years. The data are presented for each school that administered the examinations; for public schools, a district summary is also provided. Data are for both handicapped and nonhandicapped pupils combined.

EXAMPLE (NOT PEARL RIVER)
************1985-86************

Name of Examination	Number Tested	Percent of Avg. Enr. Tested	Percent Passing of No.Tested
Bookkeeping-Accounting	66	31%	87%
Business Law	94	14	86
Business Math	108	15	83
Comprehensive English	331	65	87
Comprehensive French	109	41	95

On each page of Regents examination data, the first column identifies the examination to which the row of data pertains. For each examination period, three columns of data are provided. The first indicates the number of pupils who took the examination, the second indicates the percent of the average grade enrollment taking the examination, and the third indicates the percent of those tested who obtained passing scores.

The percent of the average grade enrollment taking each examination is determined by dividing the number of pupils taking the examination in January or June by the average enrollment in grades 9-12 in January or June. This percentage reflects school policies for encouraging pupils to take Regents courses. When a school encourages most pupils to take the Regents course of study, its passing rates may not be as high as those for a school where only the better pupils are encouraged to take Regents courses of study. Thus, admission policies to Regents courses of study must be considered when interpreting Regents examination results.

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

NEW YORK STATE REGENTS EXAMINATIONS: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES JANUARY AND JUNE REGENTS EXAMINATION RESULTS FOR THE PAST THREE SCHOOL YEARS. SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR THE APPROPRIATE SCHOOLS IN THE DISTRICT. FOR EACH SCHOOL YEAR AND EXAMINATION PERIOD, THE FIRST COLUMN SHOWS THE TOTAL NUMBER OF PUPILS TESTED, THE SECOND COLUMN SHOWS THE PERCENT OF THE AVERAGE GRADE ENROLLMENT TAKING THE EXAMINATION, AND THE THIRD COLUMN SHOWS THE PERCENT OF THE PUPILS TESTED WHO PASSED THE EXAMINATION.

THE PERCENT OF THE AVERAGE GRADE ENROLLMENT TAKING EACH EXAMINATION IS DETERMINED BY DIVIDING THE NUMBER OF PUPILS TAKING THE EXAMINATION IN JANUARY OR JUNE BY THE AVERAGE ENROLLMENT IN GRADES 9-12 IN JANUARY OR JUNE. THIS PERCENTAGE REFLECTS SCHOOL POLICIES FOR ENCOURAGING PUPILS TO TAKE REGENTS COURSES.

IF A SCHOOL DOES NOT HAVE PUPILS ENROLLED IN GRADES 9-12, AN ASTERISK IS PRINTED INDICATING THAT THE PERCENT OF THE AVERAGE GRADE ENROLLMENT TAKING EACH EXAMINATION IS NOT APPROPRIATE FOR THE SCHOOL. HOWEVER, ALL PUPILS TAKING AN EXAMINATION ARE CONSIDERED TO BE ENROLLED IN GRADES 9-12 WHEN COMPUTING THE DISTRICT PERCENTAGE. THE PERCENT TAKING EACH EXAMINATION IS NOT AVAILABLE FOR THE JANUARY 1984 EXAMINATIONS. AN ASTERISK IS ALSO PRINTED WHEN THE PERCENT TAKING AN EXAMINATION IS LESS THAN 1.

NAME OF EXAMINATION	1983-84 NUMBER TESTED	1983-84 PERCENT OF AVG. ENR. TESTED	1983-84 PERCENT PASSING OF NO. TESTED	1984-85 NUMBER TESTED	1984-85 PERCENT OF AVG. ENR. TESTED	1984-85 PERCENT PASSING OF NO. TESTED	1985-86 NUMBER TESTED	1985-86 PERCENT OF AVG. ENR. TESTED	1985-86 PERCENT PASSING OF NO. TESTED
TOTAL DISTRICT									
JANUARY									
COMP. ENGLISH	4		50%	1	*%	100%	1	1%	100%
COMP. SPANISH	1		100				1	1	100
SEQ. MATH I				19	9	68			
SEQ. MATH II				1	*	100	2	1	100
BIOLOGY	1		100						
COMP. SOC. STU.	1		0						
JUNE									
BOOK. & ACCT.							35	19%	46%
BUSINESS LAW	49	22%	80%	25	12%	76%	23	12	65
BUSINESS MATH	36	16	81	19	9	89	50	27	86
COMP. ENGLISH	170	77	95	2	1	100	166	90	93
COMP. FRENCH	27	12	96	11	5	100	22	12	95
COMP. SPANISH	71	32	100	66	32	92	66	37	91
MATH 11	33	15	42						
SEQ. MATH I	129	59	98	91	45	92	126	68	93
SEQ. MATH II	109	50	93	132	65	91	85	46	93
SEQ. MATH III	119	54	93	96	47	82	112	61	80
BIOLOGY	115	52	93	92	45	99	104	56	92
CHEMISTRY	100	45	97	86	42	95	80	43	100
EARTH SCIENCE	17	8	100	28	14	100	60	32	98
PHYSICS	38	17	97	62	30	90	38	21	92
COMP. SOC. STU.	131	60	95				127	69	87

NEW YORK STATE REGENTS EXAMINATIONS: (CONTINUED)

NAME OF EXAMINATION	1983-84 NUMBER TESTED	1983-84 PERCENT OF AVG. ENR. TESTED	1983-84 PERCENT PASSING OF NO. TESTED	1984-85 NUMBER TESTED	1984-85 PERCENT OF AVG. ENR. TESTED	1984-85 PERCENT PASSING OF NO. TESTED	1985-86 NUMBER TESTED	1985-86 PERCENT OF AVG. ENR. TESTED	1985-86 PERCENT PASSING OF NO. TESTED
50-03-08-03-0008 PEARL RIVER S H S									
JANUARY									
COMP. ENGLISH	4		50%	1	*%	100%	1	1%	100%
COMP. SPANISH	1		100				1	1	100
SEQ. MATH I				19	9	68			
SEQ. MATH II				1	*	100	2	1	100
BIOLOGY	1		100						
COMP. SOC. STU.	1		0						
JUNE									
BOOK. & ACCT.							35	19%	46%
BUSINESS LAW	49	22%	80%	25	12%	76%	23	12	65
BUSINESS MATH	36	16	81	19	9	89	50	27	86
COMP. ENGLISH	170	77	95	2	1	100	166	89	93
COMP. FRENCH	27	12	96	11	5	100	22	12	95
COMP. SPANISH	71	32	100	66	32	92	66	37	91
MATH 11	33	15	42						
SEQ. MATH I	129	58	98	91	45	92	126	68	93
SEQ. MATH II	109	49	93	132	65	91	85	46	93
SEQ. MATH III	119	54	93	96	47	82	112	60	80
BIOLOGY	115	52	93	92	45	99	104	56	92
CHEMISTRY	100	45	97	86	42	95	80	43	100
EARTH SCIENCE	17	8	100	28	14	100	60	32	98
PHYSICS	38	17	97	62	30	90	38	20	92
COMP. SOC. STU.	131	59	95				127	68	87

VITAL STATISTICS

The following information, not required by New York State to be presented as a component of the Comprehensive Assessment Report, is submitted in an effort to fully communicate to our citizenry the wise investment they are making in our youth.

PRELIMINARY SCHOLASTIC APTITUDE TEST

The Preliminary Scholastic Aptitude Test **(PSAT)** is usually taken by high school juniors as an indicator of performance on the **SAT.** Some students take this test as a practice exam. Past results are as follows:

PSAT

Year of Graduation	School Year Test Administered	Verbal Mean	Math Mean
1980	1978 - 1979	41.9	44.6
1981	1979 - 1980	42.3	47.8
1982	1980 - 1981	40.6	45.9
1983	1981 - 1982	41.0	44.2
1984	1982 - 1983	42.5	46.8
1985	1983 - 1984	41.1	46.1
1986	1984 - 1985	41.0	45.0
1987	1985 - 1986	40.6	44.8

COLLEGE ENTRANCE EXAMINATION BOARD
SCHOLASTIC APTITUDE TESTS (S.A.T.)
MEAN (AVERAGE) SCORE FOR GRADUATING SENIORS

"College Board" scores offer one kind of profile of the performance of a graduating class. The following table shows the average score achieved by graduating seniors on the Scholastic Aptitude Tests. Scores are reported separately for Verbal and Mathematics tests.

Data is shown only since 1972. In that year the CEEB changed its method of reporting data; earlier scores were not reported in ways which could be meaningfully compared to the data shown. The scores reported are on a scale which ranges from a low of 200 to a high of 800.

VERBAL

Class of	U.S.	N.Y.	PEARL RIVER
1972	453	460	461
1973	445	454	470
1974	444	452	446
1975	434	441	446
1976	431	437	431
1977	429	434	439
1978	429	431	438
1979	427	426	419
1980	424	424	427
1981	424	427	442
1982	426	429	421
1983	425	422	412
1984	426	424	434
1985	431	427	425
1986	431	427	433

MATHEMATICS

1972	484	495	499
1973	481	497	514
1974	480	495	497
1975	472	484	480
1976	472	484	466
1977	470	479	482
1978	468	471	476
1979	467	469	463
1980	466	465	468
1981	466	471	481
1982	467	467	476
1983	468	466	457
1984	471	470	468
1985	475	473	474
1986	475	471	477

COLLEGE ENTRANCE EXAMINATION BOARD
ACHIEVEMENT TESTS
MEAN SCORE - CLASS OF 1986

TEST	U.S.	N.Y.	PEARL RIVER
English Composition	522	526	535
Math - Level I	541	571	598
Biology	551	582	698
Chemistry	571	598	635
Spanish	535	552	559

SPECIAL EDUCATION

Pearl River students receiving special education services (within district) as of November 1986:

K - 4	62
5 - 7	43
8 - 12	113
K - 12	218

GIFTED EDUCATION

Pearl River students receiving gifted education services as of November 1986:

Evans Park	32
Franklin Avenue	35
Middle School	45
Total	112

ENGLISH AS A SECOND LANGUAGE

The following charts indicate the number of students in the Pearl River ESL program and their native language.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Bilingual Education
Albany, New York 12234

1985-86 LEP PUPIL Count

Directions: Provide the number of eligible LEP pupils identified and the number served through the approved Part 154 Comprehensive Plan in the 1985-86 academic year.

School District: Pearl River Schools

Type of Program: (check one) ☒ ESL ☐ Bilingual ☐ Bilingual and ESL

Language	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served
1. Chinese	1	1	1	1	1	1	2	2	1	1	1	1	1	1	2	2	1	1
2. French																		
3. Greek	2	2											1	1				
4. Haitian/Creole			1	1	1	1			1	1	1	1						
5. Italian											1	1					1	1
6. Japanese																		
7. Korean	1	1	2	2	2	2	1	1	1	1	1	1						
8. Lao																		
9. Portuguese																		
10. Spanish	1	1	2	2									1	1				
11. Vietnamese			1	1			2	2							1	1		
12. Hungarian					1	1												
13. Hindi	3	3	1	1			1	1										
14. Assamese	1	1					1	1										
15. Malayalam	2	2					2	2										
16. Khmer (Cambodia)	2	2																
17.																		

*Use rows 12 -35 for additional languages. Items 36-38 on page 2-A must be completed to reflect total counts of pupils.

(OVER)

1985-86 LEP PUPIL Count (Continued)

School District: Pearl River Schools

Type of Program: (check one) [X] ESL [ ] Bilingual [ ] Bilingual and ESL

Language	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served
18.																		
19.																		
20.																		
21.																		
22.																		
23.																		
24.																		
25.																		
26.																		
27.																		
28.																		
29.																		
30.																		
31.																		
32.																		
33.																		
34.																		
35.																		
36. TOTAL	13	13	8	8	5	5	9	9	3	3	4	4	3	3	3	3	2	2

37. Number of pupils served included on line 36 who are served through BOCES-conducted programs . . 0

38. Line 36 minus line 37 50

If more space is needed attach additional sheets as necessary and carry totals from items 36-38 to last sheet.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Bilingual Education
Albany, New York 12234

1985-86 LEP Pupil Count

Directions: Provide the number of eligible LEP pupils identified and the number served through the approved Part 154 Comprensive Plan in the 1985-86 academic year.

School District: Pearl River Schools

Type of Program: (check one) [X] ESL [ ] Bilingual [ ] Bilingual and ESL

Language	Grade 9		Grade 10		Grade 11		Grade 12	
	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served
1. Chinese					1	1		
2. French								
3. Greek								
4. Haitian/Creole			1	1			1	1
5. Italian	1	1						
6. Japanese								
7. Korean								
8. Lao								
9. Portuguese								
10. Spanish								
11. Vietnamese			1	1	1	1		
12. *Hungarian	1	1	1	1				
13. Persian			1	1	1	1		
14.								
15.								
16.								
17.								

*Use rows 12 -35 for additional languages. Items 36-38 on page 3-A must be completed to reflect total counts of pupils.

(OVER)

1985-86 LEP Pupil Count (Continued)

School District: Pearl River Schools

Type of Program: (check one) [XX] ESL [ ] Bilingual [ ] Bilingual and ESL

Language	Grade 9		Grade 10		Grade 11		Grade 12	
	Eligible	Served	Eligible	Served	Eligible	Served	Eligible	Served
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
31.								
32.								
33.								
34.								
35.								
36. TOTAL	2	2	4	4	3	3	1	1

37. Number of pupils served included on line 36 who are served through BOCES-conducted programs. . . 0

38. Line 36 minus line 37 10

If more space is needed attach additional sheets as necessary and carry totals from items 36-38 to last sheet.

HIGH SCHOOL GRADUATION RESULTS

Source of Data

At the conclusion of each school year, high school principals submit a high school graduation report containing basic information on the pupils who were scheduled for graduation. The data are used by Department staff to assess the effectiveness of the school in helping pupils meet the competency testing requirements and qualify for Regents diplomas.

CAR Data

The Comprehensive Assessment Report contains the graduation data illustrated below. Only one entry is illustrated, but the CAR contains data for each high school (and public school district) that awarded high school diplomas, and data are presented for each of the past three years. 1983-84 and 1984-85 data are for both handicapped and nonhandicapped publis combined. For the 1985-86 school year, separate data are provided for handicapped pupils and nonhandicapped.

EXAMPLE (NOT PEARL RIVER)

		1985-86		
		Nonhandicapped	Handicapped	Total
1.	No. of diploma candidates during school year	658	15	673
2.	No. of candidates who received local high school diplomas in June	625	8	633
3.	No. of candidates who received Regents diplomas	321	1	322
4.	No. of candidates by the end of the school year, failed to satisfy:			
	- local course requirements only	20	4	24
	- competency testing requirements only	5	1	6
	- both of the above requirements	8	2	10
5.	No. of handicapped pupils who received IEP diplomas		8	
6.	No. of handicapped pupils who received certificates		2	

For the 1983-84 and 1984-85 school years, summary data are provided only for the time period between September 1 and June 30. "Diploma candidates" for the two school years are those pupils who, about one month prior to June 30, were expected to graduate if they completed all testing and course requirements. For the 1985-86 school year, summary data are proviuded for the time period between September 1 and August 31 and "diploma candidates" are those pupils who were expected to complete the requirements for graduation at any point during that time period. The number of candidates who received a local high school diploma included the number who received a Regents diploma or Regents endorsement. The local diploma is the basic credential signifying completion of a high school program; the Regents diploma, or Regents endorsement of the local diploma, is an honor accorded those pupils who meet additional examination and course requirements. In a typical high school, approximately 90 percent of the diploma candidates receive a local high school diploma and about 47 percent also receive a Regents diploma or Regents endorsement.

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

HIGH SCHOOL GRADUATION RESULTS: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE DISTRICT'S PUPILS WHO WERE CANDIDATES FOR GRADUATION DURING EACH OF THE PAST THREE SCHOOL YEARS. FOR THE 1983-84 AND 1984-85 SCHOOL YEARS, SUMMARY DATA ARE PROVIDED ONLY FOR THE TIME PERIOD BETWEEN SEPTEMBER 1 AND JUNE 30; DATA ARE NOT INCLUDED FOR PUPILS WHO MET THE REQUIREMENTS FOR GRADUATION DURING JULY AND AUGUST. FOR THE 1985-86 SCHOOL YEAR, SUMMARY DATA ARE PROVIDED FOR THE TIME PERIOD BETWEEN SEPTEMBER 1 AND AUGUST 31. THE DATA FOR THE 1985-86 SCHOOL YEAR INCLUDE ALL PUPILS WHO MET THE REQUIREMENTS FOR GRADUATION PRIOR TO AUGUST 31, EVEN THOUGH SOME PUPILS MAY NOT HAVE RECEIVED THEIR DIPLOMAS UNTIL AFTER AUGUST 31.

SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH BUILDING THAT CONTAINED GRADE 12 PUPILS. THE TABLE SHOWS THE NUMBER OF PUPILS WHO WERE DIPLOMA CANDIDATES AS OF JUNE 1 FOR THE 1983-84 AND 1984-85 SCHOOL YEARS, AND AT ANY TIME BETWEEN SEPTEMBER 1 AND AUGUST 31 FOR 1985-86. THE TABLE ALSO SHOWS THE NUMBER OF PUPILS WHO RECEIVED LOCAL HIGH SCHOOL DIPLOMAS DURING EACH SCHOOL YEAR, THE NUMBER WHO RECEIVED REGENTS DIPLOMAS, AND THE NUMBER WHO FAILED TO GRADUATE BY THE END OF THE SCHOOL YEAR. SEPARATE DATA FOR HANDICAPPED AND NONHANDICAPPED PUPILS ARE NOT AVAILABLE FOR THE 1983-84 AND 1984-85 SCHOOL YEARS.

FINALLY, THE TABLE SHOWS THE NUMBER OF HIGH SCHOOL INDIVIDUALIZED EDUCATION PROGRAM (IEP) DIPLOMAS AND CERTIFICATES AWARDED TO PUPILS WITH HANDICAPPING CONDITIONS WHO WERE UNABLE TO COMPLETE THE REQUIREMENTS FOR A REGULAR LOCAL HIGH SCHOOL DIPLOMA. ONLY HANDICAPPED PUPILS WHO CANNOT COMPLETE THE REQUIREMENTS FOR A REGULAR DIPLOMA ARE ELIGIBLE FOR A HIGH SCHOOL IEP DIPLOMA OR A CERTIFICATE. DATA FOR THE NUMBER OF PUPILS RECEIVING IEP DIPLOMAS ARE AVAILABLE FOR THE 1985-86 SCHOOL YEAR ONLY.

IN THE TYPICAL HIGH SCHOOL, ABOUT 90 PERCENT OF THE CANDIDATES RECEIVE A HIGH SCHOOL DIPLOMA AND ABOUT 47 PERCENT OF THE GRADUATES RECEIVE A REGENTS DIPLOMA. THE PRIMARY REASON FOR MISSING GRADUATION IS FAILURE TO SATISFY A LOCAL COURSE REQUIREMENT.

	******* 1983-84 ********			******* 1984-85 ********			******* 1985-86 ********		
	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL
TOTAL DISTRICT									
1. NO. OF DIPLOMA CANDIDATES DURING SCHOOL YEAR	NA	NA	248	NA	NA	241	190	10	200
2. NO. OF CANDIDATES WHO RECEIVED LOCAL HIGH SCHOOL DIPLOMAS	NA	NA	243	NA	NA	233	178	9	187
3. NO. OF CANDIDATES WHO RECEIVED REGENTS DIPLOMAS	NA	NA	182	NA	NA	126	93		93
4. NO. OF CANDIDATES WHO, BY THE END OF THE SCHOOL YEAR, FAILED TO SATISFY:									
- LOCAL COURSE REQUIREMENTS ONLY	NA	NA	5	NA	NA	8	12	1	13
- COMPETENCY TESTING REQUIREMENTS ONLY	NA	NA		NA	NA				
- BOTH OF THE ABOVE REQUIREMENTS	NA	NA		NA	NA				
5. NO. OF HANDICAPPED PUPILS WHO RECEIVED IEP DIPLOMAS		NA			NA				
6. NO. OF HANDICAPPED PUPILS WHO RECEIVED CERTIFICATES									

HIGH SCHOOL GRADUATION RESULTS: (CONTINUED)

	1983-84			1984-85			1985-86		
	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL	NONHANDI-CAPPED	HANDI-CAPPED	TOTAL
50-03-08-03-0008 PEARL RIVER S H S									
1. NO. OF DIPLOMA CANDIDATES DURING SCHOOL YEAR	NA	NA	248	NA	NA	241	190	10	200
2. NO. OF CANDIDATES WHO RECEIVED LOCAL HIGH SCHOOL DIPLOMAS	NA	NA	243	NA	NA	233	178	9	187
3. NO. OF CANDIDATES WHO RECEIVED REGENTS DIPLOMAS	NA	NA	182	NA	NA	126	93		93
4. NO. OF CANDIDATES WHO, BY THE END OF THE SCHOOL YEAR, FAILED TO SATISFY:									
- LOCAL COURSE REQUIREMENTS ONLY	NA	NA	5	NA	NA	8	12	1	13
- COMPETENCY TESTING REQUIREMENTS ONLY	NA	NA		NA	NA				
- BOTH OF THE ABOVE REQUIREMENTS	NA	NA		NA	NA				
5. NO. OF HANDICAPPED PUPILS WHO RECEIVED IEP DIPLOMAS		NA			NA				
6. NO. OF HANDICAPPED PUPILS WHO RECEIVED CERTIFICATES									

OTHER DATA

Source of Data

Four tables in the Comprehensive Assessment Report contain nine other items of information that are important to consider in the assessment of a school district. The district level socioeconomic indicator is taken from the 1980 Federal Census. The district level attendance rate is computed from the State Aid Attendance Report and Worksheet (SA-129, Part I). The remaining items are gathered through the Basic Educational Data System (BEDS). Questions on these data should be referred to Dr. John J. Stiglmeier, Director, Information Center on Education.

CAR Data

1. **Enrollment.** Enrollment data are provided, by grade, for the total district and for each school in the district. The enrollment data in this report may differ from the enrollment data provided in the reports of State test results. This difference occurs because the data in this report are for the fall of each school year while the enrollment data in the test reports are for the time of test administration.

2. **Annual Attendance Rate.** The attendance rate is provided for public schools and districts only. It was obtained by dividing the total number of days that pupils actually attended school by the total possible number of attendance days for those pupils. Because BEDS reports are completed in the fall, the annual attendance rate will not be available for the most recent school year.

3. **Annual Dropout Rate.** The dropout rate is provided for the total district and for each school that contains any of grades 9 through 12. The dropout rate was obtained by dividing the total number of dropouts for those grades by the total enrollment for the grades. A dropout is defined as any pupil who left school prior to graduation, for any reason except death, and who did not enter any other school. Because BEDS reports are completed in the fall, the annual dropout rate will not be available for the most recent school year.

4. **Racial/Ethnic Distribution of Pupils.** Schools are asked to report the number of pupils belonging to each of five racial/ethnic groups: American Indian or Alaskan native, Asian or Pacific Islander, Black, Hispanic, White. Pupils are included in the group to which they appear to belong, identify with or are regarded in the community as belonging. For the Comprehensive Assessment Report, the groups American Indian or Alaskan Native and Asian or Pacific Islander have been combined.

5. **Limited English Proficiency.** This information is provided for public schools only. As defined in the Commissioner's Regulations, "pupils with limited English proficiency" are "pupils who, by reason of foreign birth or ancestry, speak a language other than English, and (1) either understand and speak little or no English, or (2) score below the statewide reference point or the 23rd percentile on an English language assessment instrument approved by the Commissioner."

6. **Average Class Size.** This information is provided for public schools only. For the elementary school grades (K-6), average class sizes are provided for kindergarten classes and for the classes in the Common Branch, i.e., grades 1-6. For the middle school grades (7 and 8), average class sizes are provided for grade 8 classes in English, mathematics, science and social studies. For the high school grades (9-12), average class sizes are provided for grade 10 classes (Regents and non-Regents combined) in English, mathematics, science and social studies. These particular grades and classes were selected to be representative of those with the largest enrollments.

7. **Pupil/Support Staff Ratio.** The ratio of pupils to support staff is provided for public school disticts only. The pupil/support staff ratio is obtained by dividing the total number of pupils in grades K-12 by the total number of support staff in the district, in Full-Time Equivalents **(FTE's).** Support staff includes only guidance counselors, nurses, psychologists, psychiatrists, dental hygienists, librarians, social workers and attendance teachers. (In New York City, Buffalo and Rochester, nurses and dental hygienists are not included in the support staff reported for the district.)

8. **Socioeconomic Indicator (Census).** This indicator is provided for public school districts only. It is obtained by dividing the total number of children in families below the poverty level who are 5-17 years of age by the total number of children in the district who are 5-17 years of age. Since this indicator is based on the 1980 Federal Census, the same percentage is reported for all three school years.

9. **Socioeconimic Indicator (BEDS).** The second socioeconomic indicator **(BEDS)** is provided only for public school buildings and reflects data reported by the district on the Basic Educational Data System School Data Forms. This indicator represents the percentage of pupils in the school who are members of families whose primary means of support is a public welfare program. (When this indicator is reported on the **BEDS** forms, it is reported as a range, e.g., 1-10%, 11-20%, 21-30%, etc.)

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

ENROLLMENT, ATTENDANCE RATES, AND STUDENTS WHO LEFT SCHOOL: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE DISTRICT'S ENROLLMENT FOR THE PAST THREE SCHOOL YEARS AND THE DISTRICT'S ATTENDANCE RATES AND STUDENTS WHO LEFT SCHOOL FOR THE FIRST TWO OF THE THREE SCHOOL YEARS. ENROLLMENT DATA ARE PROVIDED BY GRADE FOR THE TOTAL DISTRICT AND FOR EACH SCHOOL IN THE DISTRICT. DISTRICT ENROLLMENT FIGURES IN THIS REPORT HAVE BEEN COMPUTED BY ADDING THE SCHOOL LEVEL ENROLLMENT FIGURES AS REPORTED ON THE BASIC EDUCATIONAL DATA SYSTEM (BEDS) SCHOOL DATA FORMS. THIS MAY RESULT IN TOTAL DISTRICT ENROLLMENT FIGURES SLIGHTLY DIFFERENT FROM PUBLISHED FIGURES WHICH COME FROM THE BEDS DISTRICT SUMMARY FORM. THE ENROLLMENT DATA IN THIS REPORT MAY ALSO DIFFER FROM THE ENROLLMENT DATA PROVIDED IN THE REPORTS OF STATE TEST RESULTS. THIS DIFFERENCE MAY OCCUR BECAUSE THE DATA IN THIS REPORT ARE FOR THE FALL OF EACH SCHOOL YEAR WHILE THE ENROLLMENT DATA IN THE TEST REPORTS ARE FOR THE TIME OF TEST ADMINISTRATION.

THE ATTENDANCE RATE IS PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH SCHOOL IN THE DISTRICT. ATTENDANCE DATA ARE OBTAINED BY DIVIDING THE TOTAL NUMBER OF DAYS THAT PUPILS ACTUALLY ATTENDED SCHOOL BY THE TOTAL POSSIBLE NUMBER OF ATTENDANCE DAYS FOR THOSE PUPILS. THE DISTRICT LEVEL ATTENDANCE RATE IS CALCULATED FROM DATA SUBMITTED ON THE STATE AID ATTENDANCE REPORT AND WORKSHEET (SA-129 PART 1). SCHOOL LEVEL ATTENDANCE DATA ARE AS REPORTED ON THE BEDS SCHOOL DATA FORM.

DATA ON STUDENTS WHO LEFT SCHOOL ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH SCHOOL THAT CONTAINS ANY OF GRADES 9 THROUGH 12. BEGINNING WITH THE 1984-85 SCHOOL YEAR, THIS INFORMATION IS DIVIDED INTO 2 CATEGORIES: DROPOUTS AND STUDENTS WHO LEFT A REGULAR SECONDARY SCHOOL PROGRAM BUT ENTERED AN ALTERNATIVE HIGH SCHOOL EQUIVALENCY PROGRAM OR OTHER DIPLOMA PROGRAM. DROPOUTS ARE DEFINED AS STUDENTS WHO LEFT SCHOOL PRIOR TO GRADUATION FOR ANY REASON EXCEPT DEATH AND DID NOT ENTER ANY OTHER SCHOOL, ALTERNATIVE HIGH SCHOOL EQUIVALENCY PROGRAM OR OTHER DIPLOMA PROGRAM. THE PERCENTAGES FOR EACH CATEGORY ARE COMPUTED BY DIVIDING THE NUMBER OF STUDENTS IN THAT CATEGORY BY THE TOTAL ENROLLMENT IN GRADES 9 THROUGH 12. STUDENTS WHO LEFT SCHOOL ARE COLLECTED ON THE BEDS SCHOOL DATA FORM.

	1983-84	1984-85	1985-86
TOTAL DISTRICT			
K-1/2	101	80	119
1	89	102	86
2	111	91	108
3	104	112	102
4	114	103	108
5	119	123	114
6	136	120	125
UNGR. ELEM.	59	49	41
7	150	138	134
8	185	161	154
9	185	173	163
10	211	195	194
11	242	209	216
12	253	246	196
UNGR. SEC.	9	13	0
TOTAL ENROLLMENT	2068	1915	1860
ANNUAL ATTENDANCE RATE	94.2%	94.4%	NA
STUDENTS WHO LEFT SCHOOL			
-DROPPED OUT	13	21	NA
	1.5%	2.6%	
-ENTERED AN ALTERNATIVE HIGH SCHOOL EQUIVALENCY OR OTHER DIPLOMA PROGRAM	NA	0	NA

ENROLLMENT, ATTENDANCE RATES, AND STUDENTS WHO LEFT SCHOOL: (CONTINUED)

	1983-84	1984-85	1985-86
50-03-08-03-0003 EVANS PARK SCHOOL			
K-1/2	42	39	42
1	38	48	42
2	40	41	47
3	51	53	53
4	54	55	47
UNGR. ELEM.	41	37	41
TOTAL ENROLLMENT	272	273	272
ANNUAL ATTENDANCE RATE	96.0%	96.0%	NA
50-03-08-03-0008 PEARL RIVER S H S			
8	185	181	154
9	185	173	163
10	211	195	194
11	242	209	216
12	253	246	196
TOTAL ENROLLMENT	1076	984	923
ANNUAL ATTENDANCE RATE	94.0%	93.7%	NA
STUDENTS WHO LEFT SCHOOL			
-DROPPED OUT	13 1.5%	21 2.6%	NA
-ENTERED AN ALTERNATIVE HIGH SCHOOL EQUIVALENCY OR OTHER DIPLOMA PROGRAM	NA	0 -	NA

ENROLLMENT, ATTENDANCE RATES, AND STUDENTS WHO LEFT SCHOOL: (CONTINUED)

	1983-84	1984-85	1985-86
50-03-08-03-0009 PEARL RIVER MIDDLE SCHOOL			
5	119	123	114
6	136	120	125
UNGR. ELEM.	14	12	0
7	150	138	134
UNGR. SEC.	9	13	0
TOTAL ENROLLMENT	428	406	373
ANNUAL ATTENDANCE RATE	94.0%	94.0%	NA
50-03-08-03-0010 FRANKLIN AVENUE SCHOOL			
K-1/2	59	41	77
1	51	54	44
2	65	50	61
3	53	59	49
4	60	48	61
UNGR. ELEM.	4	0	0
TOTAL ENROLLMENT	292	252	292
ANNUAL ATTENDANCE RATE	95.0%	94.7%	NA

COMPREHENSIVE ASSESSMENT REPORT
OCTOBER 1986

RACIAL/ETHNIC DISTRIBUTION AND LIMITED ENGLISH PROFICIENCY STATUS OF PUPILS: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION ABOUT THE RACIAL/ETHNIC DISTRIBUTION AND LIMITED ENGLISH PROFICIENCY (LEP) STATUS OF THE DISTRICT'S PUPILS FOR THE PAST THREE YEARS, AS REPORTED ON THE BASIC EDUCATIONAL DATA SYSTEM'S (BEDS) SCHOOL DATA FORM. SUMMARY DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH SCHOOL IN THE DISTRICT. FOR EACH SCHOOL YEAR, THE TABLE SHOWS THE NUMBER OF PUPILS AND PERCENT OF TOTAL ENROLLMENT IN EACH CATEGORY. THE RACIAL/ETHNIC PERCENTS MAY NOT ADD TO 100% DUE TO ROUNDING. (AN ASTERISK INDICATES THAT A PERCENT IS LESS THAN 0.1.)

RACIAL/ETHNIC ORIGIN AND LEP STATUS	1983-84 NO. OF PUPILS	1983-84 % OF ENROLL.	1984-85 NO. OF PUPILS	1984-85 % OF ENROLL.	1985-86 NO. OF PUPILS	1985-86 % OF ENROLL.
TOTAL DISTRICT						
AMERICAN INDIAN, ALASKAN, ASIAN OR PACIFIC ISLANDER	92	4.4%	87	4.5%	129	6.8%
BLACK (NOT HISPANIC)	11	.5	7	.4	12	.6
HISPANIC	36	1.7	35	1.8	42	2.3
WHITE (NOT HISPANIC)	1929	93.3	1788	93.3	1677	90.2
LIMITED ENGLISH PROFICIENCY	25	1.2	28	1.5	43	2.3
50-03-08-03-0003 EVANS PARK SCHOOL						
AMERICAN INDIAN, ALASKAN, ASIAN OR PACIFIC ISLANDER	37	13.6%	27	9.9%	39	14.3%
BLACK (NOT HISPANIC)	2	.7	0		4	1.5
HISPANIC	10	3.7	0		8	2.9
WHITE (NOT HISPANIC)	223	82.0	246	90.1	221	81.3
LIMITED ENGLISH PROFICIENCY	12	4.4	12	4.4	23	8.5
50-03-08-03-0008 PEARL RIVER S H S						
AMERICAN INDIAN, ALASKAN, ASIAN OR PACIFIC ISLANDER	26	2.4%	18	1.8%	39	4.2%
BLACK (NOT HISPANIC)	8	.7	5	.5	4	.4
HISPANIC	21	2.0	22	2.2	19	2.1
WHITE (NOT HISPANIC)	1021	94.9	939	95.4	861	93.3
LIMITED ENGLISH PROFICIENCY	7	.7	8	.8	8	.9
50-03-08-03-0009 PEARL RIVER MIDDLE SCHOOL						
AMERICAN INDIAN, ALASKAN, ASIAN OR PACIFIC ISLANDER	23	5.4%	38	9.4%	39	10.5%
BLACK (NOT HISPANIC)	1	.2	2	.5	4	1.1
HISPANIC	0		8	2.0	8	2.1
WHITE (NOT HISPANIC)	404	94.4	358	88.2	322	88.3
LIMITED ENGLISH PROFICIENCY	6	1.4	6	1.5	7	1.9

RACIAL/ETHNIC ORIGIN AND LIMITED ENGLISH PROFICIENCY STATUS OF PUPILS: (CONTINUED)

RACIAL/ETHNIC ORIGIN AND LEP STATUS	- - 1983-84 - - NO. OF PUPILS	% OF ENROLL.	- - 1984-85 - - NO. OF PUPILS	% OF ENROLL.	- - 1985-86 - - NO. OF PUPILS	% OF ENROLL.
50-03-08-03-0010 FRANKLIN AVENUE SCHOOL						
AMERICAN INDIAN, ALASKAN, ASIAN OR PACIFIC ISLANDER	6	2.1%	4	1.6%	12	4.1%
BLACK (NOT HISPANIC)	0		0		0	
HISPANIC	5	1.7	5	2.0	7	2.4
WHITE (NOT HISPANIC)	281	96.2	243	96.4	273	93.5
LIMITED ENGLISH PROFICIENCY	0	-	2	.8	5	1.7

COMPREHENSIVE ASSESSMENT REPORT
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AVERAGE CLASS SIZE: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES AVERAGE CLASS SIZE DATA FOR CERTAIN TYPES OF CLASSES, FOR THE LAST THREE SCHOOL YEARS, AS DERIVED FROM INFORMATION SUBMITTED BY INDIVIDUAL TEACHERS ON THEIR BASIC EDUCATIONAL DATA SYSTEM'S (BEDS) PERSONNEL DATA FORMS. THE AVERAGE CLASS SIZE DATA ARE PROVIDED FOR THE TOTAL DISTRICT AND FOR EACH SCHOOL IN THE DISTRICT.

FOR THE ELEMENTARY SCHOOL GRADES (K-6), AVERAGE CLASS SIZES ARE PROVIDED FOR KINDERGARTEN CLASSES AND FOR THE CLASSES IN THE COMMON BRANCH, I.E., GRADES 1-6. FOR THE MIDDLE SCHOOL GRADES (7 AND 8), AVERAGE CLASS SIZES ARE PROVIDED FOR THE GRADE 8 CLASSES IN ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES. FOR THE HIGH SCHOOL GRADES (9-12), AVERAGE CLASS SIZES ARE PROVIDED FOR THE GRADE 10 CLASSES (REGENTS AND NON-REGENTS COMBINED) IN ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES.

TYPE OF CLASS	* * * * * * * AVERAGE CLASS SIZE * * * * * * * *		
TOTAL DISTRICT	1983-84	1984-85	1985-86
KINDERGARTEN	21	22	20
COMMON BRANCH	24	23	21
ENGLISH: GR. 8	22	22	23
MATHEMATICS: GR. 8	16	23	22
SCIENCE: GR. 8	21	26	27
SOCIAL STUDIES: GR. 8	24	26	22
ENGLISH: GR. 10	21	24	24
MATHEMATICS: GR. 10	28	23	25
SCIENCE: GR. 10	22	20	24
SOCIAL STUDIES: GR. 10	21	20	28

COMPREHENSIVE ASSESSMENT REPORT
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PUPIL/SUPPORT STAFF RATIO, SOCIOECONOMIC INDICATOR, AND PUPIL MOBILITY INDICATOR: DISTRICT AND BUILDING SUMMARIES

PEARL RIVER UNION FREE SCHOOL — SCHOOL DISTRICT CODE: 50-03-08

THIS TABLE PROVIDES INFORMATION FOR THE LAST THREE SCHOOL YEARS ABOUT THE DISTRICT'S PUPIL/SUPPORT STAFF RATIO AND THE SOCIOECONOMIC BACKGROUND OF THE PERSONS RESIDING IN THE SCHOOL DISTRICT. IN ADDITION, THE TABLE PROVIDES INFORMATION FOR THE MOST RECENT SCHOOL YEAR ABOUT THE PERCENT OF PUPILS ENROLLED DURING THAT SCHOOL YEAR WHO WERE ALSO ENROLLED DURING THE PREVIOUS SCHOOL YEAR.

THE PUPIL/SUPPORT STAFF RATIO IS REPORTED ONLY FOR THE TOTAL DISTRICT AND IS DERIVED FROM INFORMATION SUBMITTED ON THE BASIC EDUCATIONAL DATA SYSTEM'S (BEDS) PERSONNEL DATA FORMS AND SCHOOL DISTRICT SUMMARY FORM. THE PUPIL/SUPPORT STAFF RATIO IS OBTAINED BY DIVIDING THE TOTAL NUMBER OF PUPILS IN GRADES K-12 BY THE TOTAL NUMBER OF SUPPORT STAFF IN THE DISTRICT, IN FULL-TIME EQUIVALENTS (FTE'S). SUPPORT STAFF INCLUDES ONLY GUIDANCE COUNSELORS, NURSES, PSYCHOLOGISTS, PSYCHIATRISTS, DENTAL HYGIENISTS, LIBRARIANS, SOCIAL WORKERS, AND ATTENDANCE TEACHERS. (IN NEW YORK CITY, BUFFALO, AND ROCHESTER, NURSES AND DENTAL HYGIENISTS ARE NOT INCLUDED IN THE SUPPORT STAFF REPORTED FOR THE DISTRICT.)

TWO SOCIOECONOMIC INDICATORS ARE PROVIDED. THE FIRST INDICATOR (CENSUS) IS PROVIDED ONLY FOR THE TOTAL DISTRICT AND IS BASED ON THE NUMBER OF CHILDREN FROM FAMILIES BELOW THE POVERTY LEVEL AS DETERMINED BY THE 1980 FEDERAL CENSUS. THIS INDICATOR IS OBTAINED BY DIVIDING THE TOTAL NUMBER OF CHILDREN IN FAMILIES BELOW THE POVERTY LEVEL WHO ARE 5-17 YEARS OF AGE BY THE TOTAL NUMBER OF CHILDREN IN THE DISTRICT WHO ARE 5-17 YEARS OF AGE. SINCE THIS INDICATOR IS BASED ON THE 1980 FEDERAL CENSUS, THE SAME PERCENTAGE IS REPORTED FOR ALL THREE SCHOOL YEARS. THE SECOND SOCIOECONOMIC INDICATOR (BEDS) IS PROVIDED ONLY FOR SCHOOL BUILDINGS AND REFLECTS DATA REPORTED BY THE DISTRICT ON THE BASIC EDUCATIONAL DATA SYSTEM SCHOOL DATA FORMS. THIS INDICATOR REPRESENTS THE PERCENTAGE OF PUPILS IN THE SCHOOL WHO ARE MEMBERS OF FAMILIES WHOSE PRIMARY MEANS OF SUPPORT IS A PUBLIC WELFARE PROGRAM. (WHEN THIS INDICATOR IS REPORTED ON THE BEDS FORMS, IT IS REPORTED AS A RANGE, E.G., 1-10%, 11-20%, 21-30%, ETC.)

THE PUPIL MOBILITY INDICATOR IS PROVIDED ONLY FOR THE SCHOOL BUILDINGS IN THE DISTRICT. THE INDICATOR IS PRESENTED AS THE PERCENT OF PUPILS IN THE HIGHEST GRADE IN EACH SCHOOL WHO WERE ALSO ENROLLED IN THAT SCHOOL DURING THE PREVIOUS SCHOOL YEAR. THE DATA WERE COLLECTED ON THE BEDS SCHOOL DATA FORMS BEGINNING WITH THE 1985-86 SCHOOL YEAR. (THE DATA ARE REPORTED AS A RANGE, E.G., 1-10%, 11-20%, 21-30%, ETC.)

	1983-84	1984-85	1985-86
TOTAL DISTRICT			
PUPIL/SUPPORT STAFF RATIO	207:1	192:1	207:1
SOCIOECONOMIC INDICATOR (CENSUS)	1%	1%	1%
50-03-08-03-0003 EVANS PARK SCHOOL			
SOCIOECONOMIC INDICATOR (BEDS)	1-10%	1-10%	1-10%
PUPIL MOBILITY INDICATOR (BEDS)	NA	NA	81-90%
50-03-08-03-0005 LINCOLN AVE SCHOOL			
SOCIOECONOMIC INDICATOR (BEDS)	N/A	N/A	N/A
PUPIL MOBILITY INDICATOR (BEDS)	NA	NA	91-100%
50-03-08-03-0008 PEARL RIVER S H S			
SOCIOECONOMIC INDICATOR (BEDS)	1-10%	1-10%	1-10%
PUPIL MOBILITY INDICATOR (BEDS)	NA	NA	91-100%
50-03-08-03-0009 PEARL RIVER MIDDLE SCHOOL			
SOCIOECONOMIC INDICATOR (BEDS)	1-10%	1-10%	N/A
PUPIL MOBILITY INDICATOR (BEDS)	NA	NA	91-100%
50-03-08-03-0010 FRANKLIN AVENUE SCHOOL			
SOCIOECONOMIC INDICATOR (BEDS)	1-10%	1-10%	1-10%
PUPIL MOBILITY INDICATOR (BEDS)	NA	NA	81-90%

NEW YORK STATE REGENTS COLLEGE SCHOLARSHIPS

Each Regents College Scholarship entitles the recipient to an award of $250 a year, for up to 5 years of study at a college, or at a hospital school of professional nursing, in New York State. Scholarship winners may also receive an award under the Tuition Assistance Program **(TAP)** of up to $1500 a year.

1982 Pearl River Awards	**% of Graduates**
22 Students	
1983 Pearl River Awards	
15 Students	
1984 Pearl River Awards	
16 Students	
1985 Pearl River Awards	
20 Students	9%
1986 Pearl River Awards	
23 Students	13%

NATIONAL MERIT SCHOLARSHIP PROGRAM

The National Merit Scholarship Program was initiated in 1955 to conduct a competition devoted exclusively to scholarship activities. The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test **(PSAT/NMSQT)** is a test used to determine nominees. The top 5% of all scorers are designated Commended Students, and the top 15000 scores nationwide are named Semi-finalists and qualify for scholarship competition.

YEAR	SCHOLARSHIPS	SEMI-FINALISTS	COMMENDED
1982	1	1	5
1983	4	4	5
1984	0	0	5
1985	0	0	5
1986	1	1	4

SENIOR CLASS DATA 1986

Special Programs

Honors Courses: Calculus, Advanced Placement Biology, Advanced Placement Chemistry, shared programs with Tappan Zee High School, Advanced Placement Computers, American History Seminar, Foreign Language, early college admissions, career internship, PROJECT ADVANCE - Syracuse University, Health Careers, Investigative Earth Science. Sixty-nine students out of the 1986 graduating class of 193 received college credit under PROJECT ADVANCE.

Postsecondary Plans

Four Year College/University	59.21%
Two Year College	28.49%
Employment	5.03%
Armed Service	1.68%
Other	5.59%

HIGH SCHOOL ENHANCEMENT PROGRAMS

School Clubs

Listed below are a number of clubs that have been functioning in Pearl River High School:

Academic Team
Astronomey Club
Cheerleaders
Chess
Computers
Debate Club
French Club
Health Careers Exploration
Marching Band
Marine Science Club
Math League
Newspaper
Pep Band
Photography
Pirate Repertory
Radio Club
Rocket Club
Ski Club
Spanish Club
The Pirettes: Dance Team
The Tenth Muse: Literary Magazine
Twirlers & Color Guard
Yearbook

Honor Society

The National Honor Society is made up of students of high academic and personal standards. All students with a grade point average of 87.5 or above (after at least 3 semesters of study), grades 9 - 12, will be eligible to apply for membership. A Faculty Council consisting of five teachers plus the NHS Advisor will vote on student membership. The standards for election include the staff evaluation of each applicant in the areas of service, character, and leadership; any student receiving a composite score of eight or above (out of 12) may be offered admission to NHS, with the approval of the principal.

The Student Faculty Advisory Council

The Student Faculty Advisory Council **(S.F.A.C.)** is a body composed of eight students, eight teachers and the high school principal. The students elect eight student members at large, one of whom must be a member of the G.O. The eight teacher

teacher members elected at large by the faculty. The purpose of the **S.F.A.C.** is to open communications within the school community and to make recommendations to the principal.

The General Organization

The General Organization is the student government of the high school. It is responsible for coordinating and the financing of all extra-curricular activities. The officers are elected every year by the student body. G.O. meetings are open to all students.

Sports

The sports program at Pearl River provides an opportunity for every student to participate.

In addition to meeting academic eligibility requirements, parental consent is necessary and a seasonal physical examination by a school doctor is mandatory.

Fall	Winter	Spring
Football	Basketball	Baseball
Cross Country	Wrestling	Tennis
Soccer	Track	Track
		Golf

Girls' Interscholastic teams will include:

Fall	Winter	Spring
Field Hockey	Basketball	Softball
Soccer	Track	Track
Tennis	Cheering	
Cross Country		
Cheering		

In addition, girls may participate in non-contact interscholastic sports when separate girls' teams are not available.

Participation in intramural sports is available for boys in basketball, soccer, weight training, touch football, and floor hockey. The girls' program includes bowling and ice skating.

MIDDLE SCHOOL ENHANCEMENT PROGRAMS

Clubs

Radio Station
Computer
Rocket
Newspaper
Literary and Art Magazine
Yearbook
Student Council
Student Store
Middlestage Players
Language Arts Olympiad
Math Olympiad
Science Olympiad

Sports

Cross-Country
Soccer
Wrestling
Basketball
Bowling
Roller Skating
Skiing
Track
Baseball

General Activities

School Dances - Grades 6 & 7
Fifth Grade Parties
Seventh Grade Dinner Dance
Outdoor Education

ELEMENTARY SCHOOL ENHANCEMENT PROGRAMS

Clubs

Computer
Newspaper
Student Government
Special Interest Clubs

General Activities

Cultural Enrichment Events

PEARL RIVER SCHOOL DISTRICT
Pearl River, New York 10965

1986-87 DISTRICTWIDE GOALS AND OBJECTIVES

GOAL	OBJECTIVE	ACCOUNTABILITY	TARGET DATE	EVALUATIVE CRITERIA
Improvement of Instruction	I. Provide quality control through teacher observations and reviews of lesson plans		Ongoing	Written observation reports will be completed; logs of informal observations will kept; commentary on lesson plans will be made
	II. Supervise the continued implementation of the district's homework and written requirements policy, K-12		Ongoing	Policy distributed and discussed with each faculty; monitor through lesson plans and observations
	III. Review student time-on-task and eliminate impediments to instruction; refine JET		November 1986	Documentation will be provided
	IV. Resolve whether or not to undertake an all-day or an alternative Kindergarten program		January 1987	A recommendation will be made to the Board
	V. Monitor the progress of teachers in new/changed assignments		Ongoing	Documentation will be provided
Program Improvement	I. Assess and implement the the School Study Task Force recommendations		September 1986 and Ongoing	A report will be given to the Board
	II. Refine and implement the high school Social Studies elective offerings in accordance with the Regents Action Plan		March 1987	A program proposal paper will be submitted
	III. Implementation of the elementary Language Arts revisions as required by the Regents Action Plan		November 1986	Documentation will be provided

GOAL	OBJECTIVE	ACCOUNTABILITY	TARGET DATE	EVALUATIVE CRITERIA
Program Improvement (cont'd.)	IV. Continue to implement the elementary science strands required by the Regents Action Plan		November 1986	Documentation will be provided
	V. Refine the Gifted identification process		April 1987	A recommendation will be made to the Superintendent
	VI. Refine the Arts program		April 1987	A report will be given to to the Board
	VII. Refine the Physical Education & Health Programs		April 1987	A report will be given to the Board
	VIII. Gain staff support for and guardedly implement the More Effective Schools Program		Ongoing	An oral report will be made to the Board
	IX. Closely monitor 8th & 9th grades to assure program effectiveness		Ongoing	Public feedback
Long-Range Planning	I. Plan for turnover of teaching staff; survey for target dates; organize recruitment campaign; develop orientation/ inservice program for new staff		April 1987	Documentation wil be provided
	II. Prepare job descriptions; recruitment and inservice for new support personnel		January 1987	Documentation will be provided
	III. Prepare a long-term study of district tax rates		January 1987	The study will be presented to the Board

GOAL	OBJECTIVE	ACCOUNTABILITY	TARGET DATE	EVALUATIVE CRITERIA
General Operations	I. Construct a long-range table of administrative organization		January 1987	Documentation will be provided
	II. Prepare a plan for the implementation of the architectural recommendations		January 1987	The plan will be presented at an open Board meeting
	III. Prepare and implement a plan of action to assure public attendance/involvement at Board meetings; communications plan; notice of meetings; time of meetings; calendar of meetings; Parents' Advisory Committee		Ongoing	Plans will be presented to the Board
	IV. Conduct study of feasibility of requiring seat restraints in school buses		December 1986	Expert testimony, statistics and economic data will be supplied
	V. Develop pride in cleanliness and appearance of school property		Develop Plan by November 1986	Self-evident